

Migrant Education Program--Financial Assistance to State Education Agencies (CFDA No. 84.011)

I. Legislation

Title I, Part C, of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Improving America's Schools Act of 1994 (20 U.S.C. 6391 and 6362) (expires September 30, 1999).

II. Funding History

<u>Fiscal Year</u>	<u>Appropriation</u>	<u>Fiscal Year</u>	<u>Appropriation</u>
1967	\$9,737,847	1987	\$264,524,000
1970	51,014,000	1988	269,029,000
1975	91,953,000	1989	271,700,000
1980	245,000,000	1990	282,444,000
1981	266,400,000	1991	294,492,000
1982	255,744,000	1992	308,298,000
1983	255,744,000	1993	302,773,000
1984	258,024,000	1994	302,193,000
1985	264,524,000	1995	305,475,000
1986	253,149,000	1996	305,474,000

III. Analysis of Program Performance

A. Goals and Objectives

The Migrant Education program (MEP) provides financial assistance to state education agencies (SEAs) to establish and improve programs of education for children of migratory agricultural workers and fisherman. SEAs receive funding to (1) support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves; (2) ensure that migratory children are provided with appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner; (3) ensure that migratory children have the opportunity to meet the same challenging state content and challenging state student performance standards that all children are expected to meet; (4) design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment; and (5) ensure that migratory children benefit from state and local systemic reforms.

B. Strategies to Achieve the Goals

Services Supported

The MEP provides formula grants to state education agencies (SEAs) to be used for supplemental education and support services for migrant children. Funds are allocated through a statutory formula based on each state's per-pupil expenditure for education and counts of migratory children, ages 3

through 21, residing within the state. Migratory children eligible to be counted and served by the program are those who have moved within the last three years. The statute also authorizes a set-aside of up to \$6 million from the annual appropriation for contracts and grants to improve inter- and intrastate migrant coordination activities, including academic credit accrual and exchange programs for migrant students. Coordination monies currently fund a toll-free telephone number that migrant families can call to reach the nearest migrant education program, and discretionary grants to apply technology and learning for migrant families.

Each year the MEP must reserve, from the \$6 million set-aside for coordination activities, up to \$1.5 million for incentive grants to encourage states to work together and reduce administrative costs, thus increasing funds available for direct services to migrant children. Approved consortia arrangements currently include projects in which states coordinate identification and recruitment efforts; administer out-of-state testing for students whose home base is another state; use distance learning technology; and collaborate in the multistate development of assessment instruments to improve academic placement of migrant students in core subject areas.

C. Program Performance—Indicators of Impact and Effectiveness

Performance indicators are under development.

IV. Planned Studies

Congressionally Mandated Study of Migrant Student Participation in Title I Schoolwide Programs. This evaluation will address several main issues including: (1) to what extent are schoolwide programs that serve migrant students being adopted; (2) what role do SEA resources play in encouraging initiation of schoolwide programs and providing technical assistance as reported by SEA and school staff; (3) what features are common to implementing sites; (4) what evidence is there from sites that have been in operation for some time of increased achievement and better education outcomes for migrant students or, in the case of newly adopting sites, what changes are being adopted? The final report is due to Congress in December 1997.

Descriptive Study of Student Record Transfer for Highly Mobile Students. This study will examine strategies used by states and local education personnel--including evolving state and interstate electronic systems--to provide effective transfer of student records for migrant and other highly mobile students. The report is expected to be completed in fall 1997.

Longitudinal Survey of School Implementation of Standards-Based Reform and Title I. The national longitudinal survey of schools will examine how schools are implementing standards-driven improvements, with a particular focus on implementation of the new provisions in the Title I program supporting such improvements. The study will look at how schools use their outcome data to change classroom practice and how they measure progress continuously. A distinguishing characteristic of this study will be its ability to provide data on schools with a high proportion of limited-English-proficient, migrant, and American Indian students, through drawing separate samples of schools with significant proportions of students from these populations. The first interim report will be completed in spring 1999, followed by a second interim report in fall 1999 and a final report in 2000.

V. Sources of Information

Program files/periodic studies/annual performance reports.

VI. Contacts for Further Information

Program Operations: Bayla F. White, (202) 260-1164

Program Studies: Martha Chavez, (202) 401-1958